

**SUPERVISION  
EXCELLENCE ~  
*LEARNING TO LEAD***

*CT Department of Developmental Services*  
**Supervisor Certificate  
Program**

Governor M. Jodi Rell  
Commissioner Peter H. O'Meara  
Deputy Commissioner Kathryn du Pree



Spring 2009  
*Educational Support & Staff Development Services  
Human Resources Division*



## Welcome!

The Department of Developmental Services (DDS) is proud to introduce a Certificate Program for Supervisors! Over the next few weeks, you will learn new skills and approaches to supervision that will give you a framework to promote a highly effective and efficient work environment. The information you receive, along with the relationships you develop, will assist you to gain confidence and build a foundation for succeeding as a supervisor.

As supervisors, our *Mission* sets the course. It reminds us of what we—as state and DDS employees—are here to accomplish. Our *Vision* is the destination; it summarizes our aspirations for the individuals and families we serve, for the department and for ourselves as professionals.

Our *Goals* are our guideposts. Our goals help us mark the steps from which we can measure progress and see our accomplishments. With our *Mission*, *Vision* and *Goals* to guide us, we can be hopeful and positive contributors to the people we support, to the employees we supervise and to the communities in which we live and work.

Learning has always played an important role in the department's success. We are proud of your accomplishments and wish you luck as you develop new skills and share all that you have experienced so far with your peers. You are the future of DDS and DDS' future looks bright!

- Educational Support & Staff Development Services



## **Program Eligibility**

The *DDS Supervisor Certificate Program* is designed to provide the new supervisor with introductory information on a variety of topics associated with leadership and effective supervision. Participants are provided a unique opportunity to network and learn with peers as they participate together throughout the program.

The Supervisor Certificate Program is open to new supervisors or to veteran supervisors who have not attended formal training in the past. Candidates are selected to attend the program by their Regional and Central Office Executive Team and have the support of their immediate supervisor to attend.

## **Program Content**

This *DDS Supervisor Certificate Program* consists of twelve required core modules offered in a location central to the State in five full days. Participants must attend all twelve core modules and complete six online modules in order to receive a certificate from DDS.

## **Pre-Course Work**

Generally, all supervisors should be familiar with DDS' mission and values. Additional online work will be required and is listed below:

- College of Direct Support: Frontline Supervision Modules
  - Training and Orientation
  - Recruitment and Selection
  - Developing Interventions
  - Fueling High Performance
  - How to be an effective Supervisor in Human Services
- Office of State Ethics: Online Ethics Training
- DDS Work Rules and DDS Employee Handbook
- Affirmative Action Policy Statement



## Program Modules—Core

- *Module 1: Self Awareness and Supervision*
- *Module 2: The Art of Effective Communication*
- *Module 3: Effective Problem Solving*
- *Module 4: Recruitment and Selection Process*
- *Module 5: FMLA/ADA/EAP/Workers' Compensation*
- *Module 6: Sexual Harassment Awareness and Prevention*
- *Module 7: Affirmative Action/EEO Responsibilities for Supervisors*
- *Module 8: Ethics*
- *Module 9: DDS Work Culture*
- *Module 10: Leading the Difficult Employee*
- *Module 11: Performance Management*
- *Module 12: The Successful Leader*





# PROGRAM DIRECTIONS

Central Connecticut State University—Memorial Hall  
 Constitution Room (2nd floor) and Connecticut Room (1st floor)  
 165 Stanley Street  
 Memorial Hall—Constitution Room  
 New Britain, CT

## From the North (Massachusetts)

- Take 91 South to 84 West to Exit 39A, to Rte. 9 South.
- Get off Exit 29 and take a right at the end of the exit ramp onto Ella T. Grasso Boulevard.
- At the third traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

## From the Southwest (Stamford/New Haven)

- Take 95 North to 91 North to Exit 22 North, to Rte. 9 North.
- Follow Rte. 9 North and take Exit 29, Rte. 175.
- At the traffic light at the end of the exit ramp, go straight and follow Fenn Road to the second traffic light, and take a left turn onto Ella T. Grasso Boulevard.
- At the fourth traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

## From the Southeast (Groton/New London)

- Take 95 South to Rte. 9 North to Exit 29, Rte. 175.
- At the traffic light at the end of the exit ramp, go straight and follow Fenn Road to the second traffic light, and take a left turn onto Ella T. Grasso Boulevard.
- At the fourth traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

## From the East (Hartford)

- Take 84 West to Exit 39A, to Rte. 9 South.
- Get off Exit 29 and take a right at the end of the exit ramp onto Ella T. Grasso Boulevard.
- At the third traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

## From the West (Danbury/Waterbury)

- Take 84 East to Exit 39A, to Rte. 9 South.
- Get off Exit 29 and take a right at the end of the exit ramp onto Ella T. Grasso Boulevard.
- At the third traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.

## Alternate Route (from the West)

- Take 84 East to Exit 35, Rte. 72 East (New Britain exit).
- Follow Rte. 72 East to Rte. 9 North and take Exit 29, Rte. 175.
- At the traffic light at the end of the exit ramp, go straight and follow Fenn Road to the second traffic light, and take a left turn onto Ella T. Grasso Boulevard.
- At the fourth traffic light, take a left into the Student Center Parking Lot and feel free to park in the garage.



## Prerequisite Assignments and Due Dates

### Due by March 24, 2009:

#### CDS Module: **Recruitment and Selection**

Lessons included in this course:

- Recruitment and Selection Introduction
- Recruitment and Marketing
- Realistic Job Previews
- Selection and Hiring

### Due by March 31, 2009

#### CDS Module: **Training and Orientation**

Lessons included in this course:

- Training and Orientation Introduction
- Understanding Training
- Choosing Training Topics
- Choosing Training Methods
- Understanding Employee Assessment
- Orientation Practices

**Ethics 101: Office of State Ethics** web site (you must print the certificate from the web site)

[http://www.dir.ct.gov/ethics/OSE%20Online%20Learning/player.html?ethicsNav=|](http://www.dir.ct.gov/ethics/OSE%20Online%20Learning/player.html?ethicsNav=)

### Due by April 14, 2009

#### CDS Module: **Developing Interventions**

Lessons included in this course:

- Developing Interventions Introduction
- Understanding the Intervention Plan
- Assessing the Challenge - Part 1
- Assessing the Challenge - Part 2
- Developing Your Intervention Plan

### Due by April 28, 2009

#### CDS Module: **Fueling High Performance**

Lessons included in this course:

- Fueling High Performance Introduction
- Competency Based Training
- Employee Development
- Build a Successful Team
- Coaching and Positive Discipline
- Employee Participation, Motivation and Recognition

#### CDS Module: **How to be an Effective Supervisor in Human Services**

Lessons included in this course:

- Preparing for the Supervisor' Job in Human Services
- Supervisor's and their Roles
- Professional Relationship Building
- Understanding leadership
- Communication in a Supervisory Role
- Supervising diverse Work Teams

*All modules and lessons must be completed by **April 28, 2009***



**Central Connecticut State University—Memorial Hall**  
**Constitution Room (2nd floor)**  
**Day 1—Tuesday, March 17, 2009**  
**8:30 am—4:30 pm**

**Learning Goals:**

The participants will...

- Develop insights into personal strengths and weaknesses
- Enhance listening skills
- Learn to communicate with various staff
- Understand how and why people communicate the way they do
- Identify written communication tips and techniques, including email etiquette

8:30 am—9:00 am

**Welcome Activities**

*Opening Remarks*

- Peter H. O'Meara, *DDS Commissioner*
- Kathryn du Pree, *DDS Deputy Commissioner*

*Program Overview/Resources*

- *DDS Educational Support & Staff Development*

9:00 am—12:30 pm

**Self Awareness and Supervision**

*Presenter*

- Louise J. Summa, *Three Rivers Community College,*  
*Director of Human Resources*

1:15 pm—4:25 pm

**The Art of Effective Communication**

*Presenter*

- Louise J. Summa, *Three Rivers Community College,*  
*Director of Human Resources*

4:25 pm—4:30 pm

**Wrap up**



**Central Connecticut State University—Memorial Hall**  
**Connecticut Room (1st floor)**  
**Day 2—Tuesday, March 24, 2009**  
**8:30 am—4:30 pm**

**Learning Goals:**

The participants will...

- Develop a new way of thinking and apply approaches to problem solving through theoretical discussion and activities
- Develop strategies of effective recruitment and selection
- Ensure nondiscrimination in the workplace
- Obtain a big picture understanding of workers' benefits and the supervisor's role and responsibility

8:30 am—8:45 am

**Welcome Remarks**

*Opening Remarks/Announcements*

- *DDS Educational Support & Staff Development*

8:45 am—12:00 pm

**Effective Problem Solving**

*Presenter*

- Louise J. Summa, *Three Rivers Community College,*  
*Director of Human Resources*

12:45 pm—2:00 pm

**Recruitment and Selection Process**

*Presenters*

- DDS Human Resources

2:15 pm—4:25 pm

**FMLA/ADA/EAP/Workers' Compensation**

*Presenters*

- DDS Human Resources

4:25 pm—4:30 pm

**Wrap up**



**Central Connecticut State University—Memorial Hall**  
**Connecticut Room (1st floor)**  
**Day 3—Tuesday, March 31, 2009**  
**8:30 am—4:30 pm**

**Learning Goals:**

The participants will...

- Understand the processes and approvals of job requisitions, reclassifications and temporary services
- Define the supervisor's role in grievance process
- Enhance understanding of ethical issues and reinforce supervisory responsibilities in promoting ethical standards
- Formulate and create an effective and efficient organizational culture while adhering to the DDS Work Rules standards

8:30 am—8:45 am

**Welcome Remarks**

*Opening Remarks/Announcements*

- *DDS Educational Support & Staff Development*

8:45 am—11:30 am

**Sexual Harassment Awareness and Prevention**

*Presenter*

- DDS Equal Employment Assurance Division

12:15 pm—1:45 pm

**Affirmative Action/EEO Responsibilities for Supervisors**

*Presenter*

- DDS Equal Employment Assurance Division

1:45 pm—3:00 pm

**Ethics**

*Presenter*

- James Welsh, *DDS Director of Legal and Government Affairs*

3:15 pm—4:25 pm

**DDS Work Culture**

*Presenter*

- Lidia Gomes, *DDS Educational Support & Staff Development*

4:25 pm—4:30 pm

**Wrap up**



Central Connecticut State University—Memorial Hall  
Connecticut Room (1st floor)  
Day 4—Tuesday, April 14, 2009  
8:30 am—4:30 pm

**Learning Goals:**

The participants will...

- Develop a strategy for working and managing challenging employees
- Understand “Emotional Intelligence”
- Synergize a positive team
- Develop a “Win-Win” mindset

8:30 am—8:45 am

**Welcome Remarks**

*Opening Remarks/Announcements*

- *DDS Educational Support & Staff Development*

8:45 am—4:25 pm

**Leading the Difficult Employee**

*Presenter*

- Louise J. Summa, *Three Rivers Community College,*  
*Director of Human Resources*

4:25 pm—4:30 pm

**Wrap up**



**Central Connecticut State University—Memorial Hall**  
**Connecticut Room (1st floor)**  
**Day 5—Tuesday, April 28, 2009**  
**8:30 am—4:30 pm**

**Learning Goals:**

The participants will...

- Analyze elements of performance and strategies for handling performance issues
- Develop strategies for mentoring and coaching employees for peak performance
- Learn basic elements of critical thinking and how it relates to the supervisor job
- Define personal trait characteristics and habits of successful leaders
- Develop leadership characteristics by managing a changing work environment

8:30 am—8:45 am

**Welcome Remarks**

*Opening Remarks/Announcements*

- *DDS Educational Support & Staff Development*

8:45 am— 11:45 pm

**Evaluating Work Performance**

*Presenter*

- DDS Human Resources

12:30 pm—4:00 pm

**The Successful Leader**

*Presenter*

- Louise J. Summa, *Three Rivers Community College,*  
*Director of Human Resources*

4:00 pm—4:30 pm

**Wrap up & Graduation**

*Presentation of Certificates*

- Peter H. O'Meara, *DDS Commissioner*
- Kathryn du Pree, *DDS Deputy Commissioner*
- *DDS Educational Support & Staff Development*

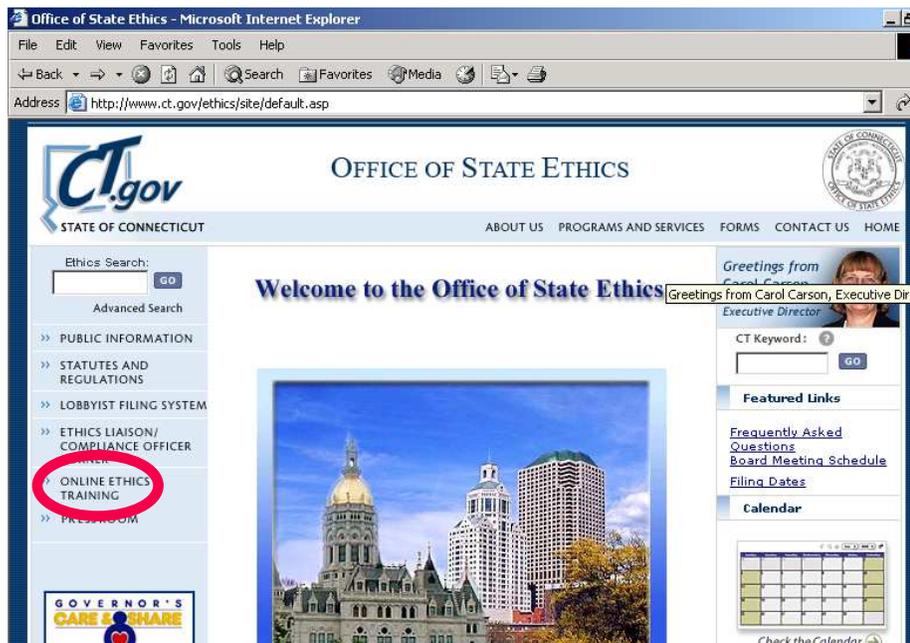


## Prerequisite Online Modules

### Office of State Ethics, Ethics 101 Module

You may also go to: <http://www.dir.ct.gov/ethics/OSE%20Online%20Learning/player.html?ethicsNav=|>

or go to the Office of State Ethics Official site: <http://www.ct.gov/ethics/site/default.asp> and click on the Online Ethics Training link on the left-hand side. Once you complete the training print the certificate and bring it with you.



You may view more information the state's ethics policies via video on <http://www.conndot.ct.gov/media/ose.aspx>



## Prerequisite Online Modules

### College of Direct Support Program Instructions

These directions are intended to assist employees in accessing the CDS online training. These courses are prerequisites to your classroom learning and are required as part of the Supervisor Certificate Program ~ Learning to Lead! There are four modules listed below will need to be completed prior to the end of the program. They are:

- Recruitment and Selection
- Training and Orientation
- Developing Interventions
- Fueling High Performance
- How to be an Effective Supervisor in Human Resources

Each module contains several lessons. As you work through the lessons, use your time wisely. If you need to stop in the middle of a lesson, you will be brought back to the same page the next time you open that lesson.



You will be prompted to take a short test at the end of each lesson. In order to complete the lesson, you must attain *the minimum passing score of 80*. If you don't pass the test on the first try, you may take it a second time.

### How to access the CDS:

Log in to the DDS LAN with your user ID. If you are not a DDS LAN user, you may use a generic training ID and password (using lower case letters) listed below:

user ID: **dmrtraining2**

password: **dmrtraining2**

Start Internet Explorer by double-clicking the icon (the blue e) on the computer desktop or at the bottom of the screen. Type the CDS address into the Address bar at the top of the screen:

[www.collegeofdirectsupport.com/CT](http://www.collegeofdirectsupport.com/CT)

Press the **Enter** key.

On the College of Direct Support login page, type your CDS User ID where indicated



**NOTE:** Your CDS user ID is not the same as your DDS LAN user ID. You will received your user ID and password from the Educational Support & Staff Development on your first day of the Supervisor Certificate Program. You should write it in the space below:

CDS USER ID: \_\_\_\_\_

Password: \_\_\_\_\_

The CDS password for all new users is **hello** (you can change this later if you wish). Press the **Enter** key or click the **Login** button on the screen. This will bring you to your CDS Personal Page.

Click on the **View** button next to **My E-learning Lessons**:

**NOTE:** The first time that you log in to the CDS, you will be asked to accept the Web In-service KDS Registered User Agreement. Scroll to the bottom of the page, click on the check box on the right, then click Send My Response.

**COLLEGE OF DIRECT SUPPORT**  
AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS

Maureen Evelyn - Con

Home | E-learning | Classes & Events | Surveyor | Reports | Tools | Credits | Logout

webinservice  
Personal Page for: Maureen Evelyn

**Manage**

My E-learning Lessons	<a href="#">View</a>	11 lessons due
My Classes & Events	<a href="#">View</a>	0 event scheduled in the next 15 days
My Surveys	<a href="#">View</a>	

**Quick Links**

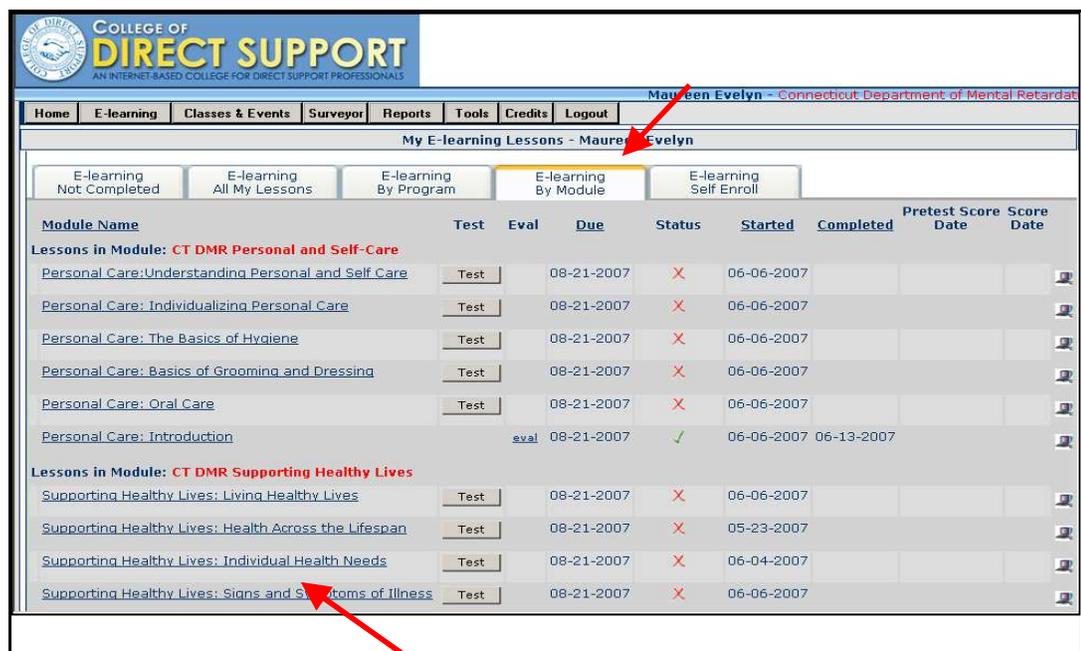
My Transcript - All Training	<a href="#">View</a>
Self Enroll - Classes & Events	<a href="#">View</a>
Self Enroll - E-learning	<a href="#">View</a>
Information & Announcements	<a href="#">View</a>
Change My Password	<a href="#">View</a>

You will see the lessons that have been assigned to you:



COLLEGE OF DIRECT SUPPORT AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS										
Maureen Evelyn - Connecticut Department of Mental Retardation										
Home	E-learning	Classes & Events	Surveyor	Reports	Tools	Credits	Logout			
My E-learning Lessons - Maureen Evelyn										
E-learning Not Completed	E-learning All My Lessons	E-learning By Program	E-learning By Module	E-learning Self Enroll						
Lesson Name (click to begin)	Test	Eval	Due	Status	Started	Completed	Pretest Score Date	Score Date		
<a href="#">Supporting Healthy Lives: Living Healthy Lives</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Supporting Healthy Lives: Health Across the Lifespan</a>	Test		08-21-2007	X	05-23-2007					
<a href="#">Supporting Healthy Lives: Individual Health Needs</a>	Test		08-21-2007	X	06-04-2007					
<a href="#">Supporting Healthy Lives: Signs and Symptoms of Illness</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Supporting Healthy Lives: Care of Common Health Conditions</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Supporting Healthy Lives: Working with Health Care Professionals</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Understanding Personal and Self Care</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Individualizing Personal Care</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: The Basics of Hygiene</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Basics of Grooming and Dressing</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Oral Care</a>	Test		08-21-2007	X	06-06-2007					

Click on the **E-Learning by Module** tab to list your lessons by course name. This is a good way to organize the courses so that you can complete your required lessons, and see which lessons you have completed, and which lessons you still need to complete. A red **X** in the status column means that lessons still needs to be completed, and a green **✓** means you have finished that lesson.



COLLEGE OF DIRECT SUPPORT AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS										
Maureen Evelyn - Connecticut Department of Mental Retardation										
Home	E-learning	Classes & Events	Surveyor	Reports	Tools	Credits	Logout			
My E-learning Lessons - Maureen Evelyn										
E-learning Not Completed	E-learning All My Lessons	E-learning By Program	E-learning By Module	E-learning Self Enroll						
Module Name	Test	Eval	Due	Status	Started	Completed	Pretest Score Date	Score Date		
<b>Lessons in Module: CT DMR Personal and Self-Care</b>										
<a href="#">Personal Care: Understanding Personal and Self Care</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Individualizing Personal Care</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: The Basics of Hygiene</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Basics of Grooming and Dressing</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Oral Care</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Personal Care: Introduction</a>		eval	08-21-2007	✓	06-06-2007	06-13-2007				
<b>Lessons in Module: CT DMR Supporting Healthy Lives</b>										
<a href="#">Supporting Healthy Lives: Living Healthy Lives</a>	Test		08-21-2007	X	06-06-2007					
<a href="#">Supporting Healthy Lives: Health Across the Lifespan</a>	Test		08-21-2007	X	05-23-2007					
<a href="#">Supporting Healthy Lives: Individual Health Needs</a>	Test		08-21-2007	X	06-04-2007					
<a href="#">Supporting Healthy Lives: Signs and Symptoms of Illness</a>	Test		08-21-2007	X	06-06-2007					



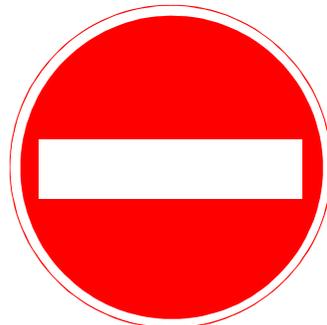
Click on the name of the lesson you want to start. Work your way through each lesson; always listen to the narrator first, and then read the information on the page. Follow the instructions that you are given by the narrator or onscreen.

The toolbar at the top is always the same on each page. You can go to the next page in the lesson by clicking the right arrow (**Next Page**), or go back to the previous page by clicking the left arrow (**Last Page**).

The screenshot shows a web browser window with a toolbar at the top. The toolbar contains several icons: a globe for 'Personal Page', a journal for 'Journal', an 'i' for 'Lesson Intro', a left arrow for 'Last Page', a right arrow for 'Next Page', and a test icon for 'Take Test'. A red arrow points to the 'Next Page' button. Below the toolbar, the page title is 'Course 16: Personal Care Lesson 1: Understanding Personal and Self Care'. The main content area is titled 'Understanding Personal and Self Care' and includes 'Learner Objectives' and a list of five objectives. At the bottom, there are two buttons labeled 'OJT' and 'Portfolio'.

When you finish a lesson, click on the **Take Test** button on the toolbar. You should take the test immediately after completing the lesson while the information is fresh in your mind. To leave a lesson and return to **My E-learning Lessons** at any time, click **Personal Page**. The next time you return to that lesson, you will start at the same page that you were viewing when you left.

To exit the CDS, click **Logout**.





## How to change your password

On your Personal Page, click the **Tools** tab then **Change Password**.

WebInService KDS - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address <http://app20.webinservice.com/KD550a/PersonalPage/PersonalPage.asp>

**COLLEGE OF DIRECT SUPPORT**  
AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS

Home E-learning Classes & Events Surveyor Reports **Tools** Administration Logout

webinservice  
**Personal Page for:**

**Manage**

My E-learning Lessons  50 lessons due

My Classes & Events  0 event scheduled in the next 15 days

My Surveys  1 survey is incomplete

**Quick Links**

My Transcript - All Training

Self Enroll - Classes & Events

References & Links  
Personal Journal  
View Profile  
**Change Password**

Follow the instructions to change your password.

**NOTE:** Passwords are **case sensitive**. For example:  
**bluebird** is not the same as **Bluebird**.

Write your new password down and keep it in a safe place where you will be able to find it later. If you forget your password, contact your regional Staff Development Coordinator for assistance.



## College of Frontline Supervision Course Descriptions & Objectives

### Recruitment and Selection

You will not retain the right staff if you cannot find and hire them. This course will help you understand how to bring more potential employees to your door and how to choose the best of those who apply. The following lessons are included in this course:

#### Recruitment and Marketing

- Effectively identify and use unique information regarding the employer in recruitment and marketing strategies.
- Describe the difference between inside and outside recruitment sources and use each in the most effective way.
- Use methods of recruitment that improve the chances of finding direct support professionals who are likely to be a good match to positions.
- Developing an effective marketing plan using the eight steps described in the lesson.
- Plan for barriers and challenges in recruitment and marketing and ways to overcome these challenges.

#### Realistic Job Previews

- Define Realistic Job Previews: how they are used and why they are important retention tools.
- Identify the five key characteristics of an effective Realistic Job Preview and use them to evaluate existing RJPs.
- Describe at least three different Realistic Job Preview delivery methods.
- Complete a five-step plan for a Realistic Job Preview that incorporates the five characteristics of an effective RJP.

#### Selection and Hiring

- Describe five components of effective selection practices.
- Identify at least three question styles and how they can improve the selection process.
- Effectively screen applicants before an interview.
- Conduct an effective interview.
- Select and match the best candidates for the position.





## Training and Orientation

This course reviews the need for assessing employee skills as the foundation of successful training and development programs. It teaches various components of training and how training practices can influence retention rates. The following lessons are included in the course:

### Understanding Training

- Define training and its purpose.
- Describe training challenges common to community support services.
- Describe why training is important to the overall success of an organization and the quality of services.
- Describe the correlation between training and performance.
- Identify key components to effective training.
- Identify the frontline supervisor's role in supporting direct support professional training opportunities.

### Choosing Training Topics

- Identify important factors that influence the choice of training topics.
- Describe three existing industry job analyses and how they can be used to identify training topics.
- Describe the influence of changing paradigms of services on topic selection.
- Identify methods for identifying individual employee topic needs.
- Describe possible influences of new worker pools on topic selection.
- Describe methods for locating effective training resources and opportunities

### Choosing Training Methods

- Identify common problems with training practices.
- Describe the needs of adult learners.
- Accommodate different learning styles and use a variety of effective training methods.
- Describe important considerations for choosing training methods.

### Understanding Employee Assessment

- Define employee assessment.
- Describe why employee assessment is important.
- Use several methods to assess employees.
- Describe who should be involved in employee assessment.
- Describe the frontline supervisor's role in using employee assessment to guide training.

### Orientation Practices

- Use methods for discovering poor orientation or lack of orientation are leading to unnecessary turnover.
- Describe the purpose of orientation.
- Use effective methods for supporting a diverse workforce through orientation practices.
- Use a variety of strategies to improve current orientation practices.
- Use mentoring as an orientation strategy.
- Describe possible roles for the frontline supervisors and/or managers in orientating new employees.



## Developing Interventions

This course teaches learners how to develop an effective plan for employee retention based on analysis of specific needs in their service settings. It teaches learners how to calculate and track turnover and vacancy rates and how to use the results to select the best interventions and monitor progress. It also teaches how to anticipate and overcome barriers and challenges in implementing intervention plans. The following lessons are included in the course:

### Understanding the Intervention Plan

- Describe the importance of creating and maintaining a plan to reduce turnover and vacancy rates.
- Describe the seven (7) fundamental components of an intervention plan to reduce turnover and vacancy rates.
- Identify key considerations and methods within each of the seven (7) components of an intervention plan.



### Assessing the Challenge - Part 1

- Describe why it is important to collect and analyze data about turnover, tenure, and vacancy rates.
- Define the terms: baseline, tenure, turnover, and vacancy rates.
- Describe important steps in preparing information prior to computing turnover, tenure and vacancy rates.
- Compute the crude separation rate (turnover) of direct support professionals as it applies to your situation.
- Compute tenure rates for direct support professionals as they apply to your work situation.
- Compute the vacancy rate of direct support positions as applies to your situation.

### Assessing the Challenge - Part 2

- Select additional assessment methods based on your turnover, vacancy, and tenure results (retention trends).
- Identify five areas to assess beyond retention trends prior to selecting intervention strategies.
- Describe five methods of collecting information to assess workforce challenges and describe some pros and cons of each method.
- Identify existing tools that can be used to assess challenges in recruitment and retention of high quality direct support professionals.
- Describe key steps and considerations regarding creating a new survey.

### Developing Your Intervention Plan

- Complete all aspects of the intervention plan based on actual baseline turnover data.
- Establish a schedule for collecting and analyzing information regarding challenges.
- Select effective interventions to meet your challenges.
- Create specific and manageable goals and timelines for your plan.



## Fueling High Performance

This course focuses on reducing turnover among high-potential staff by providing professional development opportunities and by establishing consistent and high performance requirements. It reviews a number of important interventions that give structure and definition to expectations that promote high quality performance. The following lessons are included in this course:

### Competency Based Training

- Define and Explain Employee Development Plans.
- Describe the Benefits of Employee Development.
- Describe the role of the Frontline Supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development plans.

### Employee Development

- Define and Explain Employee development plans.
- Describe the benefits of employee development.
- Describe the role of the frontline supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development plans.

### Build a Successful Team

- Describe teams and their importance.
- Use a 7-step process for developing healthy teams.
- Use communication and conflict management skills to support team development.

### Coaching and Positive Discipline

- Describe the purpose and benefits of performance coaching.
- Use a variety of methods and styles to coach performance issues.
- Use feedback effectively in performance coaching.
- Identify the role of the frontline supervisor in providing performance coaching to direct support professionals.

### Employee Participation, Motivation and Recognition

- Describe participatory and empowering management styles and their importance to employee satisfaction and performance.
- Use methods to improve the status and image of direct support professionals.
- Implement strategies related to employee participation, motivation, and recognition.





## How to be an Effective Supervisor in Human Services

This course provides assistance in ensuring a good match of new supervisor to the position and helps prepare them for their role by giving an overview of the supervisory role, letting learners understand the scope of the position and its purpose, helping learners assess their strengths and weakness, providing information on foundational skill areas and guiding learners in developing a plan for preparing to move into this critical role. The following lessons are included in this course:

### Supervisors and their Roles

- Describe the Importance of Front Line Supervisor's Role.
- Describe Unique Concerns of the Supervisor Position in Human Services.
- List Several Attributes of Successful Supervisors.
- Assessments on Supervisor's Strengths and Needs.
- Identifies Mentors to Help Supervisors Achieve Skills Listed in their Development Plans.

### Professional Relationship Building

- Identify common types of professional relationships supervisors have, their purpose and focus of each type.
- Recognize attributes of healthy professional relationships and common challenges to building them.
- Implement strategies likely to build and nurture effective professional relationships.
- Implement solutions to common challenging situations new supervisors often have in professional relationships.

### Understanding Leadership

- Describe the difference between management and leadership.
- Describe the importance or benefits of leadership in today's employment environment.
- Describe ways that supervisors show leadership and influence the behavior of others.
- Identify your current leadership experience/potential and create a plan for developing your skills.
- Develop a professional mission and vision statement and use it to enhance services and show leadership.

### Communication in the Supervisory Role

- Define and explain why communication is an important skill for a supervisor to develop.
- Describe different ways you communicate as a supervisor.
- Demonstrate professional and effective verbal skills needed for the supervisory role.
- Demonstrate professional written communication skills needed in the supervisory role.
- Describe methods for managing the flow of communication in the supervisory role.
- Develop action steps for strengthening your supervisory related communication skills.

### Supervising Diverse Work Teams

- Describe diversity and some challenges and advantages of diversity in the workplace.
- Differentiate between openness to diversity and fair expectations of staff.
- Demonstrate respect for diversity, value differences, and practice methods of supporting diverse teams.
- Identify resources and strategies for learning more about effectively supervising diverse work teams.